

**THE INFLUENCE OF USING STORY CIRCLE TECHNIQUE TOWARD
STUDENTS' LISTENING ABILITY AT THE SECOND SEMESTER
OF NINTH GRADE OF MADRASAH TSANAWIYAH NEGERI 2
BANDAR LAMPUNG IN THE ACADEMIC YEAR 2019/2020**

A Thesis Proposal

Submitted in a Partial Fullfillment of the requirement for S1-Degree

By

OKTI SALSABILA

NPM :1511040248

Advisor : Dr. M. Muhassin, M. Hum

Co-Advisor : Septa Aryanika, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG 2019/2020**

ABSTRACT

Listening is one of the receptive skills. It involves students in capturing and understanding the input of English. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Students still confuses and difficult in listening, because the students have limit time practice English. They fell hard when they learned listening skill in the class because the teacher only read the text or playing the sound and the students have to listen to speaker. The objective of this research is to know whether there is a significant influence of using story circle technique toward students' listening skill at second semester of the ninth grade of MTsN 2 Bandar Lampung in the academic year of 2019/2020.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two classes, IX B and IX C which consists of 80 students. The treatments were held in 3 meetings, 2 x 40 minutes for each. The population of the research was the ninth grade students at MtsN 2 Bandar Lampung. In collecting the data, the researcher used instrument in form multiple choice. After conducting tryout, the instrument was used pre-test and post-test. The total items of pre-test and post-test were 20 items for each. After giving pre-test and post-test, the researcher analysed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analysed the data. From the data analysis the result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.002. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that, there is a significance influence of using story circle technique toward students' listening ability at second semester of the ninth grade of MTs N 2 Bandar Lampung in the academic year of 2019/2020.

Keywords: *Story Circle Technique, Students' Listening Ability, Quasi Experimental Design.*



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

R. Dah Kol, H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

APPROVAL

**: THE INFLUENCE OF USING STORY CIRCLE
TECHNIQUE TOWARD STUDENTS' LISTENING
ABILITY AT THE SECOND SEMESTER OF
NINTH GRADE OF MADRASAH TSANAWIYAH
NEGERI 2 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2019/2020**

Student's name : OKTI SALSABILA

Student's number : 1511040248

Study program : English Education

Faculty : Tarbiyah

APPROVED

To be tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, the State Islamic University of Raden Intan Lampung

Advisor,

Co-Advisor,

**Dr. M. Muhassin, M. Hum
NIP. 197708182008011012**

**Septa Aryanika, M.Pd
NIP. 198005152003122004**

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd

NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

ADMISSION

A thesis entitled: "THE INFLUENCE OF USING STORY CIRCLE
TECHNIQUE TOWARD STUDENTS' LISTENING ABILITY AT THE
SECOND SEMESTER OF NINTH GRADE OF MADRASAH
TSANAWIYAH NEGERI 2 BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2019/2020", by: OKTI SALSABILA, NPM: 1511040248, Study
Program: English Education, was tested and defended in the examination
session held on: Thursday, October 22nd 2020.

Board of Examiners:

Chairperson : Dr. Melinda Roza, M.Pd

Secretary : Sri Suci Suryawati, M.Pd

Primary Examiner : Rohmatillah, M.Pd

Co-Examiner : Dr. M. Muhassin, M. Hum

Advisor : Septa Aryanika, M.Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP: 196408281988032002

MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

And Allah has extracted you from the wombs of your mother not knowing a thing, and He made for you hearing and vision and intellect that perhaps you would be grateful. (Q.S an-Nahl: 78)

DECLARATION

I hereby state that this thesis entitled The Influence of Using Story Circle Technique Toward Students' Listening Ability at Second Semester of the Ninth Grade of MTS N 2 Bandar Lampung in the academic year of 2019/2020 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,2020

Declared by,

Okti Salsabila

NPM.1511040248

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Azmi Tabi'i and Ms. Adawiyah who always pray for me, give me motivation, support my study, and give advice me wisely.
3. My beloved sisters Rana Nabila and Bilqis Istiqomah who always give me support and motivation for my success.
4. My beloved friends Dina Fitriana, Rizkiya Nada RN, Novita Sari, Indah Selvia Putri, Sestika Sari, Tata Putri Ari N and Ibnu Surya Pratama who always support me, give me lot of lesson. Also all friends of English Education D 2015.
5. My beloved lecturers and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Okti Salsabila was born in Kota Agung on October 7th, 1997. She is the first child of three children of Mr. Azmi and Ms. Adawiyah. She has two sisters, their name are Rana Nabila and Bilqis Istiqomah.

She began her study at elementary school of SD Negeri 1 Teba in 2003. She finished from elementary school in 2009. Then, she extended at Junior High School of SMP Negeri 1 Kota Agung in 2009. After finished from Junior High School in 2012, she continued her study at Senior High School of MAN 1 Tanggamus in 2012. In 2015, she completed from Senior High School. Furthermore, in 2015, she extended her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

First of all, Praised be to Allah the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence of Using Story Circle Technique Toward Students Listening Ability at the ninth Grade of MTsN 2 Bandar Lampung in 2019/2020 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support and many valuable things. Therefore, sincerely thank is given to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Meisuri, M.Pd. as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. M. Muhassin, M.Hum. as the advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
4. Septa Aryanika, M.Pd. as the co-advisor, who has patiently guided and helped the researcher especially in correcting and given countless time for the researcher to finish this thesis as well.

5. All excellent lecturers of English Education Study Program of UIN RadenIntan Lampung who have taught the researcher since the first of her study.
6. Tarmadi, S.Pd, M.Pd. as the headmaster of MTs N 2 Bandar Lampung forallowing the researcher to conduct the research; Ms. Isnaini RomadhonaM,Pd as the English Teacher of MTs N 2 Bandar Lampung who havehelped and given suggestions her during the research process; and thestudents at excellent class of the ninth grade of MTsN 2 Bandar Lampungfor being cooperative during the research.
7. My parents Mr. Azmi Tabi'i and Ms.Adawiyah, my sisters Rana Nabila and Bilqis Istiqomah who always give love and support for me.
8. My beloved friends who always give contribution to accomplish this thesis.They are, Dina Fitriana, Rizkiya Nada R N, NovitaSari, Indah Selvia P, Sestika Sari, Tata Putri Ari N, Ibnu Surya P and for all friends of English Education Class D thanks for your helpand motivation that given to me.

Finally, it has to be admitted that nobody is perfect. There arestill many weaknesses in this thesis. Therefore, criticisms and suggestionsfrom the readers are needed to enhance the quality of this thesis.

Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,..... 2020
The Researcher,

Okti Salsabila
NPM.1511040248

TABLE OF CONTENTS

COVER.....	i
ABSTRACT	ii
ADMISSION.....	iii
APPROVAL.....	iv
MOTTO.....	v
DECLARATION	vi
DEDICATION	vii
CURICULUM VITAE	viii
ANKNOWLEDGEMENT	x
TABLE OF CONTENT	xi
LIST OF TABLE.....	xv
LIST OF APPENDICES.....	xvi
LIST OF FIGURE.....	xvii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objective of the Research	5
F. Use of the Research.....	5
G. Scope of the Research	6

CHAPTER II REVIEW OF LITERATURE

A. Concept of Listening	7
1. Concept of Teaching Listening	8
2. Type of Listening	9
B. Concept of Narrative Texts	10
1. Definition of Narrative Text.....	10
2. General Structure of Narrative Text	12
3. Language Features of Narrative Text.....	13

4. Kinds of Narrative Text.....	13
5. Example of Narrative Text.....	14
C. Concept of Story Circle Technique	15
1. Definition of Story Circle.....	15
2. Procedure of Teaching Using Story Circle Technique.....	15
3. Advantages of Using Story Circle.....	16
4. Disadvantages of Using Story Circle	17
D. Concept of Dictation Technique.....	17
1. Procedure of Using Dictation Technique	18
2. Advantages of Using Dictation Technique	19
3. Disadvantages of Using Dictation Technique	19
4. Frame of Thinking.....	20
5. Hypothesis	21

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	22
B. Variable of the Research	24
C. Operational Definition of the Variable	24
D. Population, Sample and Sampling Technique of the Research	25
1. Population	25
2. Sample of the Research	26
3. Sampling Technique of the Research	26
E. Research Procedure	26
1. Planning.....	26
2. Finding Subject of the research.....	26
3. Determining The Population	27
4. Designing Instruments of The research.....	27
5. Preparing the Pre-Test	27
6. Preparing the Treatment	27
7. Preparing The Post-Test	27
8. Application	28

9. Analyzing The result (Pre test and Post test)	29
10. Reporting	29
F. Data Collecting Technique	29
G. Research Instrument	29
H. Validity, and Reliability of The Test.....	30
1. Validity of the Test.....	30
2. Content Validity	30
3. Construct Validity	30
I. Reliability of the Test	31
J. Data Analysis	32
1. Fulfillment of the Assumptions	32
a. The normality test.....	32
b. Homogeneity test.....	33
c. Hypothetical Test	33

CHAPTER IV RESULT AND DISCUSSION

A. Data Description.....	35
B. Result of The Research	35
1. Result of Pre-test in Experimental Class.....	35
2. Result of the Pre-test in Control Class.....	37
3. Result of Post-test in Experimental Class.....	38
4. Result of Post-test in ControlClass	40
5. Data Analysis.....	41
a. Fulfillment ofthe Assumptions	41
1) Result of Normality Test	42
2) Result of Homogeneity Test.....	42
3) Result of Hypothetical Test.....	43
C.Discussion	44

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion..... 50

B. Suggestion..... 50

REFERENCES..... 52

APPENDICES

LIST OF TABLE

Table 1 Data Score students.....	2
Table 2 Research Design	24
Table 3 The Populations of the Students At The ninth Grade	25

LIST OF APPENDICES

Appendix 1 Interview For The Teacher	55
Appendix 2 Interview For The Students	56
Appendix 3 Syllabus	58
Appendix 4 Lesson Plan for Experimental Class.....	61
Appendix 5 Lesson Plan for Control Class	82
Appendix 6 Expert Validation for Listening Test.....	100
Appendix 7 Instrument for Tryout	102
Appendix 8 Validation Tryout	111
Appendix 9 Instrument for Pre-Test	112
Appendix 10 Instrument for Post Test	117
Appendix 11 and 12 Name and students Code	122
Appendix 13 Score of Control Class.....	126
Appendix 14 Score of Experimental Class	127
Appendix 15 Reliability Test	128
Appendix 16 Normality Test.....	129
Appendix 17 Homogeneity Test	130
Appendix 18 Hypotical Test	131
Appendix 19 Documentation	132

LIST OF FIGURE

Result of Pre-test in Experimental Class.....	36
Result of the Pre-test in Control Class.....	37
Result of Post-test in Experimental Class.....	38
Result of Post-test in Control Class.....	40

CHAPTER I

INTRODUCTION

A. Background of The Problem

English is one of the international languages which is used by many people to communicate in the world. Nowadays, English has become more and more important in all sides of life, including education, economic, business, etc. English is also as the language of science and knowledge. People can find many books written in English. That is why people who always want to keep up with the growth of this globalization era must master English.

One of the international languages in the world is English. In Indonesia, it is taught from junior high school until university level. The objective of English teaching is divided on four language skills, there are: listening, speaking, reading, and writing. Brown states that listening competence is universally “larger” than speaking competence.¹ It means that in acquiring a new language, the learner should listen first then continue to the next skill.

Field states that listening is important aspect of teaching since it is listening which enriches the learner’s spoken competence with new syntactic, lexical, phonological and pragmatic information. But this wealth of material is available only to those who are able to crack the code of speech with a fair degree of confidence. A strong case can be

¹ H Douglas Brown, *Teaching by Principles : An Interactive, Approach to Language Pedagogy*,(New Jersey: Practice Hall Regents Eaglewood Cliff, 1994), P.233

made for training learners in listening, with a view to equipping them for independent learning in the outside world.²

The students difficulties in listening skills are about their vocabulary so it is not easy to develop students listening skills. In learning listening, it includes listening and attention aspects because English teachers need to adjust the level of students and the material provide. The researcher assumes that listening is the process of getting some information to understand and also if the teacheris asked to provide interesting technique in teaching to stimulate students to improve their listening skills.

In doing preliminary research the researcher got data of listening score which was taken from mid semester test at the ninth grade of Mts Negeri 2 Bandar Lampung. The following table is describing the result of students' score in listening test.

Table 1
Data of the students' Listening Score of Ninth Grade At Mts Negeri 2 Bandar Lampung in Academic Year 2019/2020.

No	Class	Score		The Number of students
		>75	<75	
1	IX A	13	28	41
2	IX B	11	29	40
3	IX C	15	25	40
	Total	39	82	121
	Precentage	32%	68%	100 %

² Field john, *Listening in the language classroom*, (New York: Cambridge University, Press,2008), P.5

Based on the pre research of the students above, there are 39 students who passed on the table minimum mastery (KKM) and there are 82 students get lower scores than the target minimum mastery (KKM). It means that students' achievement in listening learning is relatively low.

The researcher interviewed Mrs. Isnaini Ramadhona, M.Pd as the English teacher about the students' listening ability. She said that the students lack interest in learning English especially listening because the students lack of knowledge in vocabulary, and she said that she has difficulties in control the class because the class is noisy, then she can not convey the material clearly. It makes students is low motivated in learning listening.

In addition, the researcher also got information about the students' listening ability by doing interviewed with some students of ninth grade. They said that they feel lazy and less motivated to learn listening. Besides, they also said that they feel bored of the technique that was used by the teacher in teaching listening so they are not interested in learning about listening.

Based on interview above, the researcher found that the causes of students listening ability still low are : lazy to follow the lesson and the not pay attention to the teacher explanation, the students find difficulties to understand and developing the material presented by the teacher. To overcome this problem, English teachers must implement appropriate steps to improve their listening skills so students are interested to learn listening, for example by using story circle. According to Harmer, story circle is a group activity. This activity need confined to create a story which follows on from the first line or ends with

the last line.³This activity might help the students explore their creativity and learning process to be more enjoyable.

The previous research of using story circle was conducted by Frisca Meisyah S. on her thesis “The Influence of Using Story Circle Towards Students’ Writing Recount Text at the first semester of eighth grade at SMP Negeri 3 JatiAgung, Lampung Selatan of 2014/2015”. It showed that by using story circle believed that students’ writing will be improved, students will enjoy learning together as their learning can be facilitated through working in group.⁴ Another previous research by Imelda AyuWidyaswara on her thesis “The Influence of Using Story Circle Towards Students’ Writing Ability in Narrative Text at the First Semester of the Ninth Grade at MTsN 2 Bandar Lampung in the Academic Year 2019/2020”.

It showed story circle was help the students to organize their thought to create writing piece, it is able to make good chance for students to develop their writing ability.⁵ From the explanation in the previous research, it can be concluded that story circle technique is effective to improve the students’ ability in writing at senior high school. Beside, in this research, the researcher is interested to do the research about listening ability using story circle technique at ninth grade of junior high school.

³FinisWidyaFransiska, *The Effectiveness of Using Story Circle in Teaching Writing*, Vol 9, No 2, 2016, p. 294

⁴FriscaMeisya S, on HerThesis “The Influence of Using Story CircleTowardsStudents’ WritingRecountText at The SecondSemester of EighthGrade at SMP Negeri 3 JatiAgung, Lampung Selatan of 2014/2015”, Faculty English Department STKIP –PGRI, 2015, p.17

⁵ Imelda AyuSwara on her thesis “The Influence Of Using Story Circle Technique Towards Students’ Writing Ability In Narrative Text At The Ninth Grade Of Mtsn 2 Bandar Lampung In Academic Year 2019/2020”, Faculty English Departement UIN RadenIntan Lampung. P.98

From the previous research above it can be concluded that story circle makes learning attractive, effective, meaningful and successful. It also as a good technique to develop the students' English ability listening skill because before students start writing they will start listening first. The novelty of this the present research is to know The Influence of Using Story Circle Technique Towards Students' Listening Ability of Ninth Grade at MTs Negeri 2 Bandar Lampung.

B. Identification of the Problem

In reference to the background of the problem above, the researcher identifies the problems as follow :

1. The students got difficulties in understanding the meaning of vocabulary.
2. Lazy habit and less motivated students in learning listening.
3. The students feel bored of the technique used by the teacher.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher was focus on The Influence of Using Story Circle Technique Toward Students' Listening Ability at The Second Semester of The Ninth Grade of Mts Negeri 2 Bandar Lampung in Academic year 2019/2020.

D. Formulation of the Problem

Based on the phenomena above, the researcher needs to answer the following research question :is there a significant influence of using story circle techniquetoward students'listening ability ?

E. Objective of the Research

The purpose of this study is to determine whether there is a significant influence of using story circle technique towards the students listening ability.

F. Use of the Research

The use of this research expected to provide theorithical constributions from the pracical:

1. For theoretical contribution, this research will enrich and give new finding to development of theories The Influence of Using Story Circle Technique Towards Students' Listening Ability .
2. For practical contributions,
 - a. For the students : the use of this research is to provide motivation to a students andmake them more interested in learning English, especially listening.
 - b. For the teacher : the use of this research is to share with the teacher about new technique in making the class learning more attractive and interactive.

G. Scope of the Research

1. The subject of the research

The subject of the research was students of class IX MtsNegeri 2 Bandar Lampung.

2. The object of the research

The object of research was the students listening ability and the use of story circle technique.

3. The place of the research

The research was conducted at MtsNegeri 2 Bandar Lampung.

4. The time of research

The research was conducted at the second semester of ninth grade academic year 2019/2020.

CHAPTER II

LITERATURE REVIEW

A. Concept of Listening

Underwood states that listening is an activity to pay attention and try to get the meaning of something that is heard.⁶ This is a complex process that allows the brain to construct meaning from its sound heard and understand language.

According to Howatt, Listening is the ability to identify and understand what others say. This process involves understanding the speaker or pronunciation, speaker grammar, vocabulary, and understanding the meaning.⁷

Listening is the most common communicative activity in daily life. It is a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral). It is of vital importance that our students are being taught to listen effectively and critically.⁸

Based on the explanation above, it can be concluded that listening is the most common communicative activity in daily life to pay attention and try to get the meaning from the speaker. This process involves understanding the

⁶ Underwood, Mary, *Teaching listening*, journal pedagoga ISSN 2089-3833, vol.5 no 2, August 2016, p. 190.

⁷ Vidya Mandarani, *Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down dan Bottom-Up*, Vol. 5 No 2, August 2016, p.190.

⁸ H. Douglas Brown, *language assessment*, Principle and classroom practices, (New York : person education company, 1983), p.119.

speaker or pronunciation, speaker grammar, vocabulary, and understanding the meaning.

1. Concept of Teaching Listening

Teaching listening is one of the important aspect in learning languages. Most students want to be able to understand what people are saying to them in English. Either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media. According to Howatt and Dakin, Listening is the ability to identify and understand what others say. This process involves understanding the speaker or pronunciation, speaker grammar, vocabulary, and understanding the meaning.

Harmer states that students need to be able to listen to a variety of things in a number of different ways.⁹ In the first place, they need to be able to recognise paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc), and sometimes for more general understanding (when they are listening to a story or interacting in a social conversation). A lot will depend on the particular genres they are working with. Most students are perfectly capable of listening to different things in different ways in their own language. Our purpose is to help them become adapt at this kind of multi skill when listening to English. However, sometimes they find this exceptionally difficult.¹⁰

⁹ Jeremy Harmer, *How to Teach English*, new edition (Edinburgh Gate : Pearson Education Limited, 2007), p.133

¹⁰ *Ibid*, p.135

Based on the explanation above, there are many ways to teaching listening with CDs, films, through interests etc. The teacher must be able to provide various interesting offerings so that students are interested in learning listening, then they don't get bored quickly. Using media such as CDs or movie can help the students in understanding the purpose of the speaker meaning.

2. Type of Listening

According to Brown, there are four types performance of listening. They are as follow :

- a) *Intensive*. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
- b) *Responsive*. Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
- c) *Selective*. Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

d) *Extensive*. Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.¹¹

It can be concluded that each types of listening has different purposes and ways for the listeners to understand the message and the meaning from their listening activity. Firstly, in intensive listening listeners just asked to get the component of language such as phonemes and intonation. Second, in extensive is that allow learners to recive a lot of comprehensible and enjoyable listening input. In responsive listening, listeners should understand short stretch of language like a greeting and question, so the listeners can make short reponse from those activity and then selective listening is done when listeners is done by take in bits and pieces of information during and dismissing the rest.

The researcher uses exstensive and selective listeningfor the influence of using story circle technique because they have the same purpose with the researcher to understanding about converstion and comprehensive massage or purpose such as understanding the story, the gist and main idea.

B. Concept of Narrative Text

1. Definition of Narrative Text

Narrative is telling story.¹² It is social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and

¹¹ H. Douglas Brown, *Language Assasment Principle*, (San Fransisco : Longman, 2004), p. 120

resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters, and resolution contains the problem resolved. It also has significant lexicogrammatical features, that are using adverbs, such as, long time ago, once upon a time, etc. It uses past form.

Thus, the purpose of narration is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that is writing a narrative paragraph, the writer writes the action or the events that happened in chronological order which has a definite beginning and definite ending.

Narrative text, since it told a story, is dominantly constructed in past tenses. It is logic because every story happened in the past time, happened before it is talking as a story. The past tenses can be simple past, past continuous tense, and past perfect tense. These three tenses of the past will dominate talking in a narrative text.

Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative a movie in which reader see people in action and hear their speak. Therefore, it should be detailed and clear with event engaged in

¹²R.K. Sadler and T.A.S Hayllar, *Text in Action I*, an English Workbook, (Macmillan: Macmillan, 2000), p. 12.

order in which they happened or in some other effective way. In writing a narration, the text achieve the following goal:

- a. It is unified, with all the action developing a central idea.
- b. It is interesting: it draws the readers into the action and makes them feel as if they are observing and listening to the events.
- c. It introduces the four W of a setting who, what, where, and when within the context of the action.
- d. It is coherent : transition indicate changes in time, location and characters.
- e. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order with events happening in a time sequence.
- f. It builds toward a climax. This is the moment of most tension or surprise-a time when the ending is revealed or importance of events become clear.¹³

2. General Structure of Narrative Text

Derewianka states that the steps for constructing a narrative are:

- a. Orientation, this is beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place and when the action happens.
- b. Complication, the story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the

¹³Alan Meyers, Gateways to Academic Writing: *Effective Sentences, Paragraph and Essays*, (New York: Longman, Inc, 2005), p. 52.

complication we face in life and tend to reassure us that they are resolvable.

- c. Resolution, in a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is). In short, as stated in paragraph above, the generic structure of narrative text are orientation, complication and resolution.¹⁴

3. Language Features of Narrative text

Anderson states that the language features of narrative text are:

- a. Nouns that identify the specific characters and places in the story
- b. Adverb of time (once upon a time, one day)
- c. Verb that show the actions that occur in the story
- d. Time words that connect events to tell when they occur, the use of simple past tense and past continuous tense.¹⁵

Based on explanation above, the researcher concluded that the narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

¹⁴Baverly Derewianka, *Exploring How Text Work*, (Australia: Primary English Teaching Association, 1990), p. 32.

¹⁵ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Melbourne: Macmillan, 1998),p. 3

4. Kind of Narrative Text

There are many kinds of narrative text. Emilia states that there are five kinds of narrative text. They are as follows:

- a. Fable is a story that teaches a lesson, often using animal characters that behave like people, (mouse deer and crocodile, the ants and the grasshopper ,etc) .
- b. Legend is a story that is based on fact but often includes exaggeration about the hero,(sangkuriang, malin kundang, the story of toba, etc)
- c. Fairy tale is a humorous story that tells about impossible happenings,exaggerating the accomplishment of the hero,(cinderella, snowwhite, pinochio, etc)
- d. Folk tales, an old story that reveals the customs of a culture.
- e. Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society, (star ship trooper by Robert Heinlein, etc)¹⁶

From that fifth kinds of narrative text mention, in this research the researcher will use fairy tale text as material of research.

5. Example of Narrative

"Cinderella"

(Orientation)

Once upon time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all the housework.

¹⁶ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk Guru* (Bandung Rizki Press, 2011), p.4

(Complication)

One day an invitation to the ball came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the ball without her.

(Resolution)

Fortunately, the good fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They live happily ever after.

C. Concept of Story Circle Technique

1. Definition of Story Circle

According to Harmer, story circle is a group activity. This activity needs to be confined to create a story which follows on from the first line or ends with the last line.¹⁷

Lambert states story circle is envisaged as a base for mutual collaboration and inspiration in the preliminary creation of the stories. Concept of the 'story circle' in which a group of people sitting face-to-face commit to produce stories and listen to each other's stories made this insight concrete.¹⁸

Based on the explanation above, it can be concluded that the story circle is a group activity that can help students to imagine and train students to focus on listening to the story being told and students can exchange ideas with their groups.

¹⁷ Fini Widya Fransiska, *The Effectiveness of Using Story Circle in Teaching Writing*, Vol 9, No 2, 2016, p. 294

¹⁸ John Hartley and Kelly McWilliam, *Story Circle "Digital Story Telling Around the World"*, (Wiley-Blackwell : New York, 2009), p. 151

2. Procedure of Using Story Circle Technique

As teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities. Therefore, the teacher has to be creative in creating a lesson through appropriate task, where students can be active and successful in pair and also group work.¹⁹

Harmer states story circle in which each student in the group has a piece of paper on which they write the first line of a story (which we play with audio). They then have to write the next sentence. After that, they pass the papers to the person next to them. And they write the next sentence of the story they now have in front of them. They then pass the paper to the next student and again write the next sentence of the (new) story they have. Finally, when the papers get back to their original owners, those students write the conclusion.²⁰

- a) Each student in the group in the group has a piece of paper on which they write the first line of a story (which we play with audio)
- b) They have to write the next sentence.
- c) After that they pass their paper to the person next to them.
- d) Then they write the next sentence of the story they now have in front of them.
- e) They then pass the next student and again write the (new) story they have listened.

¹⁹Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A study at SMAN 9 Bandar Lampung," *Humaniora* 7, no 4 (October 2016):p. 485-486.

²⁰Jeremy Harmer, *How to Teach English*, Opcit, p. 120

- f) Finally when the paper get back to the original owners (first student) the student write the conclusion.

3. Advantages of Using Story Circle

- a. The students participated in story circle are more inclined to offer their opinions during discussion, and fell more more comfortable to share thoughts and feelings about themselves with their group.
- b. A story circle is an affective way to improve the students' ability, to get to each other, and to honestly share ideas and emotions.
- c. They can explore their knowladge with the story circle.

4. Disadvantages of Using Story Circle

- a. Storycircle is unfamiliar to students
- b. The class will be noisy because the students work in group
- c. It need more energy of teacher in managing the class.²¹

Based on explanation above, the researcher concludes that in every learning or application of a learning technique there will be strengths and weaknesses in it, therefore as teachers we must be able to minimize the deficiencies that exist.

D. Concept of Dictation Technique

1. Definition of Dictation Technique

Nation described that dictation technique where the learner receive some input, hold this in his memory for short time and then writes of what he heard, so this dictation technique will help language learning

²¹ Jeremy Harmer, *How to Teach Writing*, (Edinburg Gate : Longman, 2004), p.79

by making learner focuses on sentence.²² Nation also stated that dictation is the teacher says sentences and learners write them.²³ Run Kurtus states dictation is a way to learn what they hear.²⁴ Dictation is the process of writing down what someone else has said. With young children, dictation offers a way for a parent or a teacher to record a child's thought or ideas when the writing demands surpass writing skills.

2. Procedure of Dictation Technique

- a) Teacher must select suitable materials that is not too difficult for the students to be dictated²⁵
- b) The words dictated should have been thought to the students before and students must understand the meaning of the words.
- c) The words dictated should be selected or chosen from simple words.
- d) Teacher must select suitable procedures which are appropriated in giving dictation test. there are two ways of giving dictation test ; first the teacher reads the words directly, and the second is the words dictated have been recorder before by the teacher.
- e) After the teacher select suitable procedure it is time the teacher to test students. There are three step administering dictation test :

²² Nation, *Language Teaching Technique*, Victory University of Weeintoon, (1990), p. 45.

²³ Ibid, page 15.

²⁴ Stansfield, *a Hisrory of Dictation in Foreign Language Taeching and Testing*, the Modern Language Journal, (1985), page 122.

²⁵ Richard, *New Ways in Teaching Reading*, (Tesol, 1993), page 269.

First step, do not pause during the passage. Students do not allow writing anything at this time. They just listen carefully what the speaker speak.

Second step give pause after every five to ten words. During each pauses, the students are to right down what they have just heard. Teacher allows repeating any words or phrases once.

Thirt step play or read without pauses and at normal speed. But not repetition of words and phrases is permitted.

1. Advantages of Using Dictation

- a. It gives good aural practice to the students. It develops the habit of listening attentively in students.
- b. It enables students to understand the part of each sentence and word phrases.
- c. It enables students student to understand spelling and punctuation.
- d. It enables students to develop the habit of listening spoken listening.

2. Disdvantages of Using Dictation

- a. Dictation is boredom activity.
- b. Some students may find difficulties
- c. Accuracy was checking.²⁶

²⁶M.F. Patel, Praveen, M. Jain, English language teaching method, tools & techniques, (Jaipur : Sunrise Publishers & Distributors, 2008). p. 39

D. Procedure of Using Dictation Technique in Teaching Listening of Song

Dictation is very useful for the students to motivate them in learning English especially listening because by using dictation they will be more understand what the teacher talk about. In doing the research, the researcher gave treatment to the students by teaching Songtext using dictation technique.

The researcher applied the teaching procedure as follows:

1. The teacher read song text.
2. The teacher ask the students to write what they heard.
3. The teacher asks the students to read the text.
4. The teacher writes the text on white board
5. The teacher asks the students to check their writing.
6. The teacher give reflection to the students by asking them about what they have learn.
7. The teacher asks the students to make song using sentences.²⁷

E. Frame of Thinking

Listening is one of most important part of learning English because by listening the learners can get useful information in learning activities. Listening skill is one of skill that must be mastered by the students when they are study about English. Listening is a part of communication process that as an important one to the students so that they can know what the speaker saying about, or to get the information that they heard from the speaker. with this the researcher uses story circle techniques to make listening learning more

²⁷<http://iteslj.org/Techniques/Alkire-Dictation.html>, No. 3 March 2002, by John W. Oller

effective, interactive and fun. Story circle in which each student in the group has a piece of paper. After that students listen the story from audio, and they write the first line of a story. They then have to write the next sentence. After that, they pass the papers to the person next to them. And they write the next sentence of the story they now have in front of them. They then pass the paper to the next student and again write the next sentence of the (new) story they have. Finally, when the papers get back to their original owners, those students write the conclusion. That learning activity gives the students new condition on learning English.

Based on the explanation above, it can be concluded that by using story circle in teaching listening will make good chance for students to develop their listening ability.

The Researcher assumes that this technique can give an influence on students' listening ability. It means by using this story circle technique the teaching and learning process will be more interesting, creative and fun to learn English is also supported by Frisca on her thesis "The Influence of Using Story Circle Towards Students' Writing Recount Text at the first semester of eighth grade at SMP Negeri 3 Jati Agung, Lampung Selatan of 2014/2015. Another previous research conducted by Imelda on her thesis "The Influence of Story Circle Technique Towards Students Writing Ability in Narrative Text At The Ninth Grade Of Mtsn 2 Bandar Lampung In Academic Year 2019/2020.

F. Hypothesis

Hypothesis is a temporary answer of problem in research until proved from the data which collected. Based on theoretical assumption, the research formulation the hypothesis :

Ho : There is no a significant influence of using story circle technique toward the students' listening ability at the second semester of the ninth grade of MTs Negeri 2 Bandar Lampung in academic year 2019/2020.

Ha : There is significant influence of using story circle technique toward the students' listening ability at the second semester of the ninth grade of MTs Negeri 2 Bandar Lampung in academic year 2019/2020.

REFERENCES

- Anderson, Mark and Kathy Anderson 1998. *Text Types in English 3*. Melbourne: Macmillan.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Arsyad, Azhar. 2017. *Media Pembelajaran*. Edisi Revisi. Jakarta : Rajawali Pers.
- Arthur, Hughes. 2003. *Testing for Language Teacher*, Second Edition. Cambridge: Cambridge University Press.
- Brown, H. Douglas. 2001. *Teaching by principles : an interactive approach to language pedagogy*, second edition. New York : a Pearson Education company.
- Brown, H. Douglas. 1983. *Language Assessment Principle and Classroom Practices*. New York : Pearson Education company.
- Budiyono. 2004. *Statistika Untuk Penelitian*. Surakarta: University Press.
- Daryanto. 2010. *Media Pembelajaran*. Yogyakarta : Gava Media, 2010.
- Derewianka, Beverly. 1990. *Exploring How Text Work*. Australia: Primary English Teaching Association.
- Djamarah, Syaiful Bahri & Zain, Aswan. 2010. *Strategi Belajar Mengajar*. Jakarta : PT. Rineka Cipta.

- Emilia, Emi. 2011. *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk Guru*. Bandung : Rizki Press.
- Fajar, Dwi Atmoko. 2010. *The influence of using story circle towards students writing ability at the second semester of the eleventh class of SMA Negeri 1 Pringsewu*. Faculty English Department STKIP –PGRI.
- Fransiska, Fini Widya. 2016. *The Effectiveness of Using Story Circle in Teaching Writing*. Vol 9. No 2.
- Howatt, A. and J. Dakin. 2016. *Language Laboratory Materials*, journal pedagogia ISSN 2089-3833, vol. 5 no 2., august.
- Halimalik. 1994. *Media Pendidikan*. Bandung : sinarbaru.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Longman : Edinburg Gate.
- Harmer, Jeremy. 2007. *How to Teach English*. New Edition. Edinburgh Gate : Pearson Education Limited.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Fourth Edition. Edinburg Gate: Longman.
- Hartley, John and Kelly McWilliam. 2009. *Story Circle “Digital Story Telling Around the World”*, New York : Wiley-Blackwell..
- John, Field. 2008. *Listening in the Language Classroom*. New York: Cambridge University, Press.
- Larsen, Diana. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press
- Mandarani, Vidya. 2016. *Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down dan Bottom-Up*. Vol. 5 . No 2.
- Margono. 2004. *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Meisya, S. Frisca. 2015. *The Influence of Using Story Circle Towards Students’*

Writing Recount Text at TheSecond Semester of Eighth Grade at SMP Negeri 3 Jati Agung, Lampung Selatan”. Faculty English Department STKIP –PGRI.

Meyers, Alan. 2005. Gateways to Academic Writing: *Effective Sentences, Paragraph and Essays*. New York: Longman

Muhassin, Mohammad.”Teachers’ Communicative Activities in Teaching English as a Foreign Language (TEFL): A study at SMAN 9 Bandar Lampung.” *Humaniora* 7, no 4 (October 2016) : 485-486

Mulhuda, M. Ali. 2012. *Teaching Listening Using Web Based Material*. Vol. 14. No 2.

Salder, R.K. and T.A.S Hayllar. 2000. *Text in Action I*, an English Workbook. Macmillan: Macmillan

Slavin, E Robert. 1985. *Learning to Cooperate, Cooperating Learning*. los angleses, california: Executive Committee of the IASCE.

Sugiono. 2013. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: alfabeta.

Sugiyono. 2014. *Metodologi Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta.

Underwood, Mary. 2016. *Teaching Listening Journal pedagogia* ISSN 2089-3833. vol.5 no 2, august.